Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Soils: kinds; their locations, properties, and probable origins. (3) Moisture: amount of rainfall on a given area as compared with the average amount of rainfall on the same area for thirty-two years. What becomes of the water? Its action on soil (erosion, solution). Movement.

3. The pupils will make weekly charts containing: (1) List of trees that show the first evidences of growth. (2) List of plants on the ground that show the first evidences of growth. (3) First appearance of animal life. (4) Average weekly temperature. The average weekly temperature will be plotted on cross-barred paper to bring this out clearly. As the first animals appear, the pupils will observe the available food supply. They will be questioned as to their opinion regarding the winter habits of these animals.

Each pupil will select a tree and a plant for continued study. He will find out by experiment what kind of food plants use, and how the plant he is studying obtains this food. He will show, by paintings and drawings, the structure and position of the leaves in response to their light relations. Comparison of class results will enable the pupils to see the various ways in which plants maintain themselves. As flowering begins we shall take up the study of plant reproductions.

REFERENCES: Coulter, *Plant Structure* and *Plant Relations;* Kerner and Oliver. *The Natural History of Plants;* Gay, *The Great World Farm;* King, *The Soil;* Gray, *Physiological Botany* and *Structural Botany;* Bergen, *Elements of Botany;* Sir John Lubbock, *Seedlings;* Herrick, *Chapters on Plant Life;* Bailey, *Talks Afield;* Wright, *Birdcraft;* Miller, *Birds Through an Opera Glass;* Mathews, *Familiar Trees and Leaves* and *Flowers of Field and Garden;* Jordan and Kellogg, *Animal Life;* Comstock, *Insect Life.*

Physical training.—(See seventh grade).

MORNING EXERCISES.

KATHARINE M. STILWELL.

		LEADER.
April 1.	Nature Study	Mr. Jackman
2.	Songs	Mrs. Bradley
3.	Stories of Hunter Life	Miss Mitchell
4.	City of Washington	Miss Stilwell
8.	Spring	Mr. I. B. Meyers
9.	Songs	Mrs. Bradley
10.	March Exercises	Mr. Kroh
11.	Wood	Miss Van Hoesen
15.	The Dryad	Miss Curtis
16.	Songs	Mrs. Bradley
17.	Nature Observations	Mrs. Atwood
18.	Cereals	Mrs. Thomsen
22.	Friedrich Froebel	Miss Allen
23.	Songs	Mrs. Bradley
24.	Bread	Mrs. Norton
25.	French Games	Miss Ashléman
29.	Nature Study	Mr. Jackman
30.	A Playhouse	Miss Wygant